

Superior Unified School District



Remote Learning Plan 2020/2021

Introduction

The spread of coronavirus throughout the nation has required schools to provide instruction in a nontraditional manner. Due to the COVID -19 Pandemic, school closure may be necessary for extended periods of time to reduce the spread of the virus. Therefore, our district must implement a robust remote learning model of instruction to continue to provide academic learning opportunities for our students.

During the past few years, the district has implemented a collection of online content such as School PLP. The district has also moved to provide each student with a technology device, allowing a seamless transition to remote learning.

However, with this rapid pace of change from face to face instruction to remote learning, there will be some adjustments until the delivery model is fully developed.

Revisions of the Superior Unified School District Remote Learning Plan will be conducted as needed.

Goal of Superior Unified School District's Remote Learning Plan

The goal is to ensure the district continues to provide instruction beyond the classroom during school closure so that students stay connected and on track with their learning.

Instructional Plan Overview

The Instructional Plan has three major components: Content Delivery, Digital Resources, and Instructional Support. The following table provides a concise overview of each component.

	<p style="text-align: center;">Content Delivery</p>	<ul style="list-style-type: none"> • <u>Preschool – 6 Grade Students</u> - Teachers will provide all of the materials required for sustaining a student’s academic preparation in essential learning areas. This may be done through scheduled on-line instruction via Microsoft Teams, Handouts, School PLP, Think Central (Math), SAVVASREALIZE.com(Reading) program and other resources available. NWEA Benchmark testing • <u>7-12 Grade Students</u> – Students will access learning materials through Microsoft Teams, School PLP in subject areas that sustain a student’s academic preparation in essential learning areas. NWEA benchmark testing
	<p style="text-align: center;">Digital Resources</p>	<p>Students will have access to digital learning devices and Internet connectivity in order to engage with instructional learning materials.</p> <ul style="list-style-type: none"> • Staff will assist in identifying who has internet access/student devices • The district will publicize a day for device distribution. • SUSD will communicate options for families who do not currently have Internet access.
	<p style="text-align: center;">Instructional Support</p>	<p>Teachers will be available for instructional support during regular school hours or by appointment: 7:30 – 3:30 Monday through Friday Late Start Wednesdays will still be in place.</p> <p>You may reach a teacher through:</p> <ul style="list-style-type: none"> • Email • Remind • Microsoft Teams, or • Phone

Technology

All students who need a device will be issued one to take home to engage in virtual learning during times of school closure. Families who do not pick up a device on July 30th, 2020, and still would like to receive one will need to each school site that is applicable so that an appointment can be made with the school.

Prior to receiving a school issued device, students and parents are required to complete the Acceptable Use Policy and Ipad/Laptop Agreement.

Wireless Internet Access

Due to the limited number of hotspots available to the District, hotspots are reserved for seniors who need to complete classes for graduation and do not have wifi. A waiting list for hotspots will be created for those who do not have internet access.

Software Resources

All students can access the programs and materials SUSD will use during remote learning.

Learning Packets

Learning packets will be used to support remote learning activities. Contact your child's teacher or each school site if you would like more information on how to make arrangements to receive a packet to use at home. Home instruction, without virtual assistance will require a great deal of parental involvement.

How is this district ensuring the safety of students during online learning?

Student safety is our number one priority. Therefore, we have put the following processes and procedures in place to protect our students during online learning.

- SUSD utilized a feature on the iPads that prohibits access to inappropriate content. Some sites might not be available to students.
- Teachers will remind students that the Student Code of Conduct and Acceptable Use Policy still applies during online learning
- Teachers will plan for classroom management and discipline issues that might arise when holding Microsoft Team sessions with students
- If teachers have any recording that includes students' identities (e.g., Microsoft Team meeting, student-generated videos, etc.),

Teachers will adhere to the following guidelines:

- Teachers will preview before posting
- Teachers will post only to our district approved platform of Microsoft Teams
- Teachers will not post video recordings or photos of students and/or classes on any social media platform (Facebook, Twitter, Instagram, YouTube, etc.)
- If it is not appropriate for the classroom, it is not suitable for virtual learning.

Glossary

Remote Learning –Remote Learning is providing learning experiences outside of the traditional classroom. Other terms also used include virtual education and eLearning. All of these terms have the same meaning.

- **Asynchronous learning**—Asynchronous learning is when learners participate in an online learning course at different times. Asynchronous learning allows learners to go through a course at their own pace and on their own schedule.
- **Synchronous learning**—Synchronous learning is when learners participate in an online learning course at the same time but in different locations. Synchronous learning allows learners to interact with the instructor and other participants in real-time on line. This is done through software that creates a virtual classroom.

Learning Management System—A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs. Our LMS is Schools PLP.

- **Think Central**— This is the online program that connects with Saxon Math. Saxon Math was adopted as our K-8 Math program this year.
- **SAVVASREALIZE.com**- This is the online program that aligns with our district K-12 reading program.

Microsoft Teams (Video Conferencing)—Video conferencing refers to the use of video technology (both hardware and software) to create a virtual meeting between two or more people in different physical locations. Participants can see and hear each other through this technology.

Instructional Resources

Elementary (Grades K – 6)

- Language Arts – Ready Gen
- Math- Saxon Math
- Science/Social Studies- Grade level
- Assessments – NWEA (K-12)

Instructional Time Guidelines Per Day - Log into Microsoft Teams (at scheduled times set by the teacher)
Late Start Wednesdays will still be in place.

7:45	Instructional Support for parents and students
8:15	5 th and 6 th Grade Sign In (scheduled for approximately 90-minute increments)
8:15	3 rd and 4 th Grade Sign In (scheduled for approximately 60-minute increments)
8:30	1 st and 2 nd Grade Sign In (scheduled for approximately 30-45-minute increments)
8:45	Preschool and Kindergarten Sign in (scheduled for approximately 30-45 minutes increments)
2:30 to 3:00	Instructional Support for parents and students

Each grade level will be creating their own schedules within the first 2 weeks of school, adjusting to meet student and class needs. Teachers are responsible for meeting required instruction daily minutes. The way these instructional minutes are met will vary depending on grade and subject. Instructional minutes should be met through a combination of direct (virtual real-time) and indirect instruction (student independent work) that will consume the required number of hours per statute.

Junior/Senior High School (Grades 7-12)- Bell Schedule Attached to Website

- Teachers will prepare daily lessons for English, Math, Science, Social Studies, and elective classes.
- These lessons will be live or in “real time”, so students will need a computer to participate. Students may borrow a District computer.
- Students must participate in lessons by asking and answering questions and by participating in discussions.
- Students will follow a daily schedule with time for breaks, breakfast, and lunch.
- Late Start Wednesdays will still be in place.

At all levels of instruction, if a student receives special services, the classroom teacher will collaborate with the special education teacher to determine what accommodations or scaffolds need to be put in place for the student to access the learning. All teachers will take responsibility for follow-up and check-in with these students. (See additional details under “Modified Content Delivery”.)

Accountability Pre-school – 12

Attendance

The district's policy on attendance outlined in the student handbook applies during remote learning.

Regular school attendance is essential to learning and successful academic progress. Attendance and accountability for learning are just as important during remote learning. Student absences should be limited. If a student is unable to attend a remote lesson, parent or guardian are required to notify the school either by phone or email of the student's absence.

- Attendance will be taken during scheduled Microsoft Team class meetings
- Students will be encouraged to participate in lessons provided throughout the school day

Students participating in remote learning are subject to the requirements of compulsory attendance and truancy laws outlined in Arizona Revised Statutes (A.R.S. 15-803).

Grades

Grading procedure will not vary from policies outlined in the school handbook. Grading will be determined on a student's participation, work completed, projects, and assessments. It is imperative that students are disciplined with remote learning in order to be promoted to the next grade level or receive credit for the class.

Assessment

Assessments are a critical component of any classroom. It provides teachers with an idea of their students' progress in a course, identifies individual strengths and weaknesses, and ultimately serves as the measure of whether students are achieving the course's learning objectives. It also allows the teacher to determine if a student is ready to move on or review a specific skill.

Students will be required to participate in benchmark testing, pre and post testing, along with formative and summative assessments in order to demonstrate proficiency. Although this may be challenging conducted remotely, most of the district's assessments are online.

It is important that SUSD assess each student's ability, therefore any outside help is strongly discouraged.

Graduation Requirements

Graduation requirements will not change. The school district expects seniors to meet all graduation requirements as described in School Board Policy (IKF) and state requirements, graduation requirements.

Roles and Responsibilities of Parents & Students

Student:

- Establish daily routines for engaging in the learning experiences (Refer to grade start-time)
- Ensure you are dressed appropriately for online teams
- Identify a comfortable, quiet space in your home where you can work effectively and successfully
- Regularly monitor online platforms (Microsoft Teams, email, etc.) to check for announcements and feedback from your teachers
- Complete assignments with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your SUSD peers in their learning
- Comply with SUSD's Acceptable Use Policy, including expectations for online etiquette
- Proactively seek out and communicate with other adults at SUSD as different needs arise (see below)

Parent/Guardian:

- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your children's teachers
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Keep your children social, but set rules around their social media interactions

For Questions About....	Contact
A course, assignment, or resource	The relevant teacher
A technology-related problem or issue	Assignment teacher If the teacher is unable to solve the issue, the teacher will notify tech support
Other issues that may or may not be related to remote learning	Your school administration

Roles and Responsibilities of District Leadership and Teachers

District Leadership:

- Create, distribute, and support stakeholders with implementing SUSD's Remote Learning Plan
- Establish clear channels of communications between faculty, staff, families, and students
- Support faculty and students/families shifting to a virtual learning environment
- Help teachers implement the virtual learning and ensure high-quality learning experience for all students
- See what professional development opportunities are available
- Be available to teachers, parents, and students during regular school hours
- Support staff and students/families shifting to a remote learning environment
- Support all teachers with the implementation of the remote learning plan
- Assist teachers with creating activities
- Support teachers in developing strategies to differentiate instruction

Teacher:

- Contact with parents and students is critical for the success of remote learning, make every effort to contact parents within the first week of school
- Attendance will be taken daily and reported to the office
- Provide Instruction and be available during regular school hours
- Collaborate with other members of your team or department to design learning experiences for your students
- Communicate daily with your students and as needed, with their parents
- Provide timely feedback to support your students' learning
- Provide guidance and support for students to aid in monitoring and supporting student wellbeing
- Use virtual platforms (Microsoft Teams) to conduct daily direct instruction with students
- Wear appropriate attire if virtually delivering content to students. Be mindful of lighting and what is being displayed in the background.
- Track student engagement
- Keep a log of your phone/emails/participation/virtual contact with parents and students

Special Education Teachers and Paraprofessionals

- Communicate regularly with the classroom teachers
- Offer to scaffold or modify assignments, as necessary, for students on your caseload to support subject or classroom teachers
- Help subject or classroom teacher differentiate lessons and activities for the students on your caseload
- Communicate regularly with students on your caseload and/or their parents to ensure they have success with virtual learning
- Provide supplementary learning activities for students on your caseload who may benefit from additional practice to close academic and curricular gaps

Modified Content Delivery

The Arizona Department of Education in consultation from the Federal Department of Education provides the following guidance for school districts:

In emergency school closures, FAPE may change for all students, including those with disabilities. According to OSERS, "School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. In this unique and ever-changing environment, OCR and OSERS recognize that these exceptional circumstances may affect how all educational and related services and supports are provided, and the Department will offer flexibility where possible. However, school districts must remember that the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically." In light of this guidance, districts should make a reasonable effort to provide FAPE, always include guardians in the discussions, and document their efforts to continue to provide educational opportunities during the crisis.

Superior Unified School District is committed to providing equitable education for all students and provides the following guidelines for students with disabilities or special needs (Special Education, 504 Plans, and English Language Learners).

Special Education:

- Special Education teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional supports and accommodations to address those needs.
- Special Education teachers will provide instructional opportunities utilizing online &/or web-based programs that were previously being used by individual students.
- Special Education teachers, paraprofessionals and Related Service providers will make direct contact with students &/or parents as outlined on the student's Individualized Education Plan.
- Special Education Staff members may provide "hard copy" educational activities for students to engage in at home.
- Special Education staff may identify additional learning programs to provide differentiated opportunities to students to access remotely as determined by student progress.
-

English Language Learners:

- General Education teachers will determine individual student needs and to design and provide instructional supports and accommodations to address those needs.
- Teachers will provide instructional opportunities utilizing online &/or web-based programs that were previously being used by ELL students.
- Teachers will make direct contact with students &/or parents on a bi-weekly basis.

- Staff members may provide "hard copy" educational activities for students to engage in at home.
- Staff may identify additional learning programs to provide differentiated opportunities to ELL students to access remotely as determined by student progress.

504 Students:

- All student who have an active 504 will be provided their specific accommodations by their general education teacher.
- Teachers will provide instructional opportunities utilizing online and/or web-based programs that were previously being used by the 504 students.
- Teachers may provide "hard copy" educational activities and/or technology devices (if used prior to school closure) for students to engage in at home.
- Teachers may identify additional learning programs to provide differentiated opportunities to 504 students to access remotely as determined by student progress.

Resources for Staff and Student Use

- All staff may use their home computers and/or their work laptops/Ipads.
- Students will use their home computers OR will check out one of the district's iPad/laptops to use at home.

Free On-site Learning and Support Services

Free onsite learning and support services include but are not limited to student supervision, nutrition, health services, strategic support, or teacher-led/paraprofessional support for students participating in distance learning. Onsite support services will be available to a limited number of students with specific needs and does not require traditional teacher-led in-person classroom instruction. These services allow students who need a safe place to go to engage in distance learning away from home. **On-site learning will be given priority to children of first responders, essential workers as well as students with special needs (IEP/504).** Other students may be offered on-site learning on a case-by-case basis. Parents will need to contact each school site to make arrangements for on-site learning.

- **Transportation will be provided for students allowed to participate in on-site learning.**
- **Masks must be worn for all students participating in on-site learning.**

School Lunch Program

SUSD will provide a sack breakfast/lunch for every student enrolled in the Superior Unified School District. Breakfast/lunch will be delivered through district transportation to our designated bus transportation pick-up/drop-off sites only. Please contact each school site if you want to receive a breakfast/lunch for your child.